



### **Class Teacher Job Description**

**Salary: Main Scale**

**Mission Statement:**

All teachers should be able to work with the Head Teacher and Senior Leadership team to develop a shared vision which inspires and motivates pupils, staff and all other members of the school community. The vision should include core educational values, moral purpose and be inclusive of all stakeholders beliefs and values.

**Duties and Responsibilities:**

**Directly Responsible to : Deputy Head and Head Teacher,**

**The duties outlined in this job description are in addition to those detailed in the current teachers' pay and conditions document and teacher standards and apply across the federation unless otherwise stated.**

<b>Avalon School Job description –</b>		STPCD TS
	STPCD – School Teachers Pay and Conditions Document TS – Teacher Standards SP – school policy	
<b>A</b>		
<b>1</b>	Support the vision, ethos and policies of the federation. To be ambitious and aspirational for our pupils and staff, families and the wider community by focussing on outcomes for our learners.	<b>STPCD TS</b>
<b>2</b>	Support the implementation of the federation development plan and to take responsibility for the delivery of the teaching and learning promise and curriculum leadership.	<b>STPCD</b>
<b>3</b>	To be accountable and able to prioritise and manage time effectively to deliver the vision with good pace within the agreed time frame.	<b>SP</b>
<b>4</b>	Support the evaluation of the effectiveness of the federations' policies and developments. Ensuring that strategic planning is led by the aspirations and values of the school and is based upon rigorous school self-evaluation.	<b>STPCD TS</b>
<b>5</b>	Know the protocols of different settings in which our pupils learn, in order to maximise the opportunities for every learner.	<b>SP</b>
<b>6</b>	Work with the leadership team to ensure the highest priority is given to safeguarding and promoting the welfare of children in the school.	<b>STPCD TS</b>
<b>7</b>	Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.	<b>TS</b>
<b>B</b>		
<b>1</b>	In partnership with the leadership team, produce clear, evidence based improvement plans for the development of the school and its facilities.	<b>STPCD</b>

<b>2</b>	Line Manage support staff as directed to ensure that provision is grown and developed to meet the needs of the federation.	
<b>3</b>	Be part of the performance management team supporting the appraisal process and developing own skills in relation to HR management of staff.	
<b>4</b>	Develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory.	<b>TS</b>
<b>5</b>	Introduce and lead the development of new initiatives as directed by the Head Teacher.	
<b>6</b>	Support the Deputy and middle leaders in the management and organisation of relevant groupings of pupils to ensure the effective teaching and learning takes place and that pupil's personal development needs are met.	
<b>7</b>	Support and uphold the federation's policies on behaviour, discipline and bullying.	<b>STPCD</b>
<b>8</b>	Contribute to Governors' meetings as required and write any reports requested by the Head for governor's meetings.	
<b>C</b>		
<b>1</b>	Carry out teaching duties.	<b>STPCD</b>
<b>2</b>	Set targets for student attainment demonstrating and articulating high expectations and setting challenging targets for those you teach.	<b>TS</b>
<b>3</b>	Ensure a consistent and continuous focus on pupil achievement, using data and benchmarks to monitor progress; ensure a culture and ethos of challenge and support to enable all pupils to achieve success and become engaged in their own learning.	<b>TS</b>
<b>4</b>	If you become aware of under-performance, work with the leadership team to tackle the issue in a supportive and appropriate way.	<b>TS</b>
<b>5</b>	Review own practice regularly, setting personal targets and taking responsibility for own personal development.	<b>TS</b>

<b>D</b>		
<b>1</b>	Contribute to building a culture and curriculum which takes into account the richness and diversity of the local community ensuring, where appropriate, learning experiences are linked into and integrated with the wider community.	<b>SP</b>
<b>2</b>	Co-operate and work with relevant agencies to protect and safeguard the welfare of children.	<b>TS</b>
<b>E</b>		
<b>1</b>	Build a collaborative learning culture within the school and actively engage with other schools, particularly within the federation, to build an effective learning community.	
<b>2</b>	Contribute to the development of the education system by, for example, sharing effective practice, working in partnerships with other schools and promoting innovative initiatives. Across the federation, BET, SLA and Somerset Special Schools in the first instance but not limited to these.	

As part of the annual training cycle, you will be required to attend Safeguarding training relating to your role, including:

- recognising signs of abuse
- school procedures for recording and reporting concerns
- safer working practices
- CSE
- FGM
- Prevent - radicalisation and Extremism
- Honour based Marriage/ violence

**This job description will be reviewed on an annual basis after consultation with the senior leadership team.**

**Signed:**

**Signed:**

**(Head Teacher)**

**Date:**

## Class Teacher

### Person Specification

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ol style="list-style-type: none"> <li>1. Qualified teacher status or recognised equivalent</li> </ol>	<ol style="list-style-type: none"> <li>a. Further qualifications and/or studies relevant to Special Education</li> </ol>
<b>Career Experience</b>	<ol style="list-style-type: none"> <li>2. Teaching experience</li> </ol>	<ol style="list-style-type: none"> <li>b. Experience in a special school</li> </ol>
<b>Professional Knowledge</b>	<ol style="list-style-type: none"> <li>3. A clear understanding of the essential qualities necessary for effective teaching and learning</li> <li>4. Up to date knowledge of statutory regulations and guidance relating to the post</li> </ol>	<ol style="list-style-type: none"> <li>c. Understanding of the SEN Code of Practice.</li> <li>d. Knowledge of Education Health and Care Plans and the Person Centred Review process.</li> </ol>
<b>Professional Skills</b>	<p>Can demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>5. Analyse data, to evaluate the performance of pupil groups, pupil progress</li> <li>6. Be a resilient team player that works collaboratively and proactively with others</li> <li>7. Communicate clearly to a wide range of different audiences (verbal, written, using ICT as appropriate)</li> <li>8. Demonstrate high quality teaching strategies</li> <li>9. Work with a range of external agencies</li> </ol>	<ol style="list-style-type: none"> <li>e. Have experience of using P-Scales to assess pupil's progress.</li> <li>f. Knowledge of Teamteach and undertaken training in this area.</li> <li>g. Used the TEACCH approach for students who require structured learning strategies.</li> </ol>

<b>Commitment</b>	Demonstrate a commitment to: a. Equalities and independence b. Promoting the school's vision and ethos c. High quality, stimulating learning environment d. Relating positively to and showing respect for all members of the school and wider community e. Ongoing relevant professional development f. Safeguarding/child protection g. Best outcomes for students	
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